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ABSTRACT

In this report, a follow-up survey of 393 educational associations and school districts which were studied in 1975 in an attempt to explore the role of American education in the identification, treatment and prevention of child abuse and neglect is documented. Examined in the report are (1) existing education policies, procedures and regulations for identifying and reporting suspected child abuse cases; (2) extent of training activities provided for school personnel to help them deal with child abuse cases; and (3) the types of programs and activities sponsored by educational institutions related to child abuse and neglect. Changes and trends over the past three years are enumerated in charts and tables. Programs and services are compared. Differences in private and public schools are reported. State Boards of Education and Departments of Education are evaluated. Recommendations are made concerning policy development. (WI)

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Education Policies and Practices Regarding Child Abuse and Neglect: 1978

Report No. 109

From the ECS Child Abuse Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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October 1978

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INTRODUCTION

In 1975 the Education Commission of the States (ECS) received a grant from the Office of Child Development's National Center on Child Abuse and Neglect to explore the role of American education in the identification, treatment and prevention of child abuse and neglect. More specifically, ECS was charged with exploring ways for educators to become more actively involved in identification and treatment programs.

As a means of gathering baseline data to assist in carrying out this charge, the project staff in December 1975 conducted a nationwide assessment of current education policies and practices regarding child abuse and neglect. Representatives of 390 selected education associations and school districts were interviewed to collect information on 1) existing policies, procedures and regulations for identifying and reporting suspected cases of child abuse and neglect; 2) the nature and extent of training activities for school personnel; and 3) the types of sponsored programs and activities regarding child abuse and neglect. The findings of the assessment are documented in ECS Report No. 85, *Education Policies and Practices Regarding Child Abuse and Neglect and Recommendations for Policy Development.*

This report represents a follow-up assessment of 393 selected education associations and school districts identical to the 1975 study, examining 1) existing education policies, procedures and regulations in education institutions for identifying the reporting suspected cases of child abuse and neglect; 2) the nature and extent of training activities provided by education institutions for school personnel to deal more effectively with child abuse cases; and 3) the types of programs and activities sponsored by education institutions related to child abuse and neglect. The purpose of this report is to determine and document whether there has been a noticeable increase or change in the development of policies, procedures, regulations, training activities and programs in education institutions regarding the identification and reporting of child abuse.

Phone calls were made from the ECS offices during November-December of 1977 to a total population of 393 respondents representing the following institutions:

- State boards of education (35).
- State departments of education (50), plus the District of Columbia.
- The largest district of each state, selection based on enrollment size (50).
- A small district of each state, selection based on student enrollment at the 33rd percentile level (50).
- The largest private school by enrollment in every state (50) and the District of Columbia.
- State school administrator associations (33).
- State NEA affiliates (41).
- State AFT affiliates (19).
- State PTA affiliates (28).
- State school board associations (36).

PART I
SUMMARY: NATURE AND EXTENT OF POLICIES, PROGRAMS AND SERVICES

A. Policy Development

Because the school system is the most comprehensive social resource for the total growth of a child, educators are a major resource for assisting abused and neglected children and their families. Recent legal mandates at the state level both require educators to report incidents of child abuse and neglect and provide protection for such reporting. To build on the progress made so far, it is the position of the Education Commission of the States (ECS) that the adoption of specific policy statements regarding child abuse and neglect by education institutions and associations will clarify their roles in multidisciplinary cooperation, professional training, public awareness and prevention programs. For education decision makers, a child abuse and neglect reporting policy should embody a commitment and a course of action to protect and aid children whose health or welfare is threatened through nonaccidental injury or neglect by parents, guardians or caretakers. Any policy adopted should be in compliance with the state reporting statute. A well conceived, clearly written policy, widely disseminated throughout the community, is an essential first step toward fulfilling education's potential in the identification, treatment and prevention of child abuse and neglect in our society.

It has been a major goal of ECS that all types of education agencies have a commitment to the problem of child abuse and neglect and adopt a policy to reflect that commitment. Every education institution engages in some measure of policy making, depending on state statutes and the governance structure of the individual state. While it is clear that American education has not reached what ECS would regard as the ideal in the area of child abuse and neglect, it is equally clear that there have been significant increases at all levels, as indicated in Table 1.

In reviewing the data, the following trends can be noted. Among large school districts, 80 percent report having policy commitments in 1978. This is a dramatic increase from 1975 when only 44 percent had such policies. While a smaller number of small school districts have child abuse and neglect

Table 1
School Districts, Private Schools and State Level Education Agencies That Had a Policy on Child Abuse and Neglect in 1975 and 1978

	Large Districts		Small Districts		Private Schools		State Boards of Education		State Departments of Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1975	22	44	14	29	5	10	6	17	8	16
1978	40	80	32	64	8	16	9	26	21	42
Percentage Increase Since 1975	82		129		60		50		163	

policies (64 percent in 1978), the increase during two years is significant.

While public education has made dramatic progress in adopting policies on child abuse and neglect, the private education sector lags behind. Only eight of the largest private schools had child abuse and neglect policies in 1978, as compared to five in 1975. These data are puzzling because most of the largest private schools are in urban or suburban areas. However, some private school administrators indicated a reluctance to report suspected cases of child abuse and neglect for fear that it would result in a loss of tuition fees. Furthermore, since a majority of the private schools interviewed were parochial, there were expressions of conviction by some that child abuse and neglect does not occur in religiously oriented families.

Both state boards of education and state departments of education reported increases in child abuse and neglect policy development. Of those agencies that have not developed any policy either before or since 1975, the most frequently reported reason was that such an effort would interfere with local autonomy.

It is quite apparent that American education has been influenced by national and state activities highlighting child abuse and neglect as a major social problem. Public and professional awareness campaigns, new state reporting statutes, and the ECS effort have all contributed to a growing

recognition of the legal, moral and professional responsibility to intervene in the lives of "children in peril."

B. Programs and Services

Schools and state departments of education clearly should be involved in the provision of programs and services related to child abuse and neglect, including the training or professionals, public awareness programs and services for children identified as abused or neglected.

Training Programs

Training can entail 1) developing an awareness of the problem in order to be responsive, 2) developing an in-depth information base or 3) pinpointing specific information and skills to develop or expand one's competency. Training procedures should be simple to follow, flexible and considerate of the constraints of a given situation.

Within the last two years there has been an increase in the number of schools and state departments of education providing training programs for school personnel, as shown in Table 2.

Table 2
School Districts, Private Schools and State Departments of Education That Had Sponsored Training Programs in 1975 and 1978

	Large School Districts		Small School Districts		Private Schools		State Departments of Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1975	30	60	8	16	5	10	15	30
1978	36	72	21	42	10	20	31	62
Percentage Increase Since 1975	20		163		100		106	

State departments have shown an increasing commitment to sponsoring training. In 1975, only 15 departments reported sponsoring training, compared with 31 (over 60%) in 1978. Of the different types of schools, only large districts reflect widespread commitment to training. Thirty large districts sponsored training in 1975 and 36 (over 70%) in 1978. However, small districts have made notable strides in this

with only 8 small districts sponsoring training in 1975, and 21 (over 40%) in 1978. However, this represents a 163 percent increase since 1975.

Awareness Programs

Instrumental in the development of policies relating to child abuse and neglect are the public and professional awareness campaigns sponsored by the school districts, private schools and state departments of education. The types of campaigns are discussed in the next section, Part II, *Assessment Findings*. An increase in activity in this area has occured since 1975, as indicated in Table 3.

Table 3
Public and Professional Awareness Campaigns Conducted by State and Local Education Agencies in 1975 and 1978

	Large School Districts		Small School Districts		Private Schools		State Departments of Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1975	18	36	1	2	2	4	12	24
1978	29	58	9	18	4	8	22	44
Percentage Increase Since 1975	61		800		100		83	

Only among large school districts have a majority of those polled in 1978 conducted public and professional awareness campaigns. This is an increase of 61 percent over those conducting such campaigns in 1975. Very few small districts and private schools have begun such activities, although the increase in numbers from 1975 to 1978 for small districts (1 to 9) is significant. State departments also reflect an increased commitment in this program area from 1975 to 1978, with 12 departments active in 1975 and 22 in 1978.

Problems

In the 1978 survey, an assessment was done of the incidence of child abuse and neglect. Table 4 indicates the responses from the school districts and private schools regarding whether the number of reported cases of child abuse and neglect was rising, falling or constant.

The contrast in perception of the rate of incidence between large school districts and small districts and private schools is

Table 4
Perception of Incidence of Child Abuse and Neglect by Education Personnel in 1975 and 1978

Incidence	Large School Districts	Small School Districts	Private Schools
Rising	31	8	6
Falling	1	1	0
Constant	10	32	34
Don't Know	8	5	4
No Cases	0	4	7
	N = 50	N = 50	N = 51

puzzling. A majority of the large schools indicated that the incidence of reported cases is increasing, while small districts and private schools indicated the incidence of cases is about the same. In analyzing this data, one should ask the following questions: Is there a widespread perception that child abuse is only an urban problem? Are larger communities identifying cases more effectively than the smaller communities are? Have public and professional awareness campaigns had more impact on urban areas? Equally puzzling is that although 8 percent of the small school districts and 14 percent of the private schools perceived cases of child abuse and neglect as nonexistent, research and professional opinion strongly indicate the contrary.

Types of problems encountered in dealing with suspected cases of child abuse and neglect are outlined below. The table includes data on the number of large and small school districts and private schools that encounter problems.

Table 5
Districts and Private Schools That Encountered Problems in Child Abuse and Neglect in 1975 and 1978

	Large School Districts		Small School Districts		Private Schools	
	Number	Percent	Number	Percent	Number	Percent
1975	41	82	26	52	16	31
1978	31	62	10	20	11	22
Decrease Since 1975	24		62		31	

TYPES OF PROBLEMS ENCOUNTERED IN 1978 (Rank Order)

Large School Districts

1) Lack of community resources
2) Lack of cooperation after referral
3) Lack of knowledge of characteristics of child abuse and neglect
4) Reluctance by school personnel to become involved

Small School Districts

1) Reluctance by school personnel to become involved
2) Lack of cooperation from community after referral
3) Other — parents

Private Schools

1) Lack of cooperation from community after referral
2) Other — parents, children protective of parents
3) Lack of knowledge of characteristics
4) Limited community resources

Services

There has been an increase in services provided by school districts to children identified as abused and neglected. Ninety-six percent of the large school districts sampled reported that they provided referrals and counseling services in 1978, while 76 percent and 82 percent of the small districts and private schools respectively provided such services. However, there was a sharp decrease in the number of state departments of education sampled in providing services.

Table 6
Services Provided by School Districts to Children Identified as Abused and Neglected in 1975 and 1978

	Large School Districts		Small School Districts		Private Schools		State Departments of Education	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1975	42	84	36	72	33	66	13	27
1978	48	96	38	76	42	84	6	12
Percent Increase Since 1975	14		6		27		−(54)	

As of 1978, seven states have mandated the creation of multidisciplinary child protection teams. Because of the interdisciplinary nature of the problem of child abuse and neglect, this concept provides for a broader range of input from a variety of disciplines to determine whether or not the child has been abused or neglected.

School systems are increasingly becoming involved with other service providers through representation on child protection teams. Fifty-two percent of the large districts responded that they were represented on a child protection team; 10 percent of the small districts were represented. However, 96 percent of the private schools responded that they were not represented and 4 percent "did not know."

Identification and reporting were two types of special projects and studies that the state departments (22%) and large school districts (12%) reported they conducted in 1978. However, only four percent of the small school districts reported having conducted special projects, and private schools reported that no special projects had been conducted.

PART II
ASSESSMENT FINDINGS

A. State Boards of Education

The survey sample in both 1975 and 1978 included the 35 state boards of education that are elected by the public. As indicated in Table 7, there has been a slight increase in the number of state boards that have adopted a policy on child abuse and neglect.

Table 7
State Boards of Education Having a Policy Relating to Child Abuse and Neglect

Year	Number	Percent
1975	6	17
1978	9	26

In the three states that have adopted a policy since 1975, increased public awareness and revision in the state statute mandating educators to report suspected child abuse and neglect led to the adoption of a state board policy. Three additional states are presently formulating a state policy for adoption in 1978. One other state, South Carolina, has developed model policy for local education agencies. Nevada, in addition to adopting a statewide policy, has recognized the need for feedback information from the child protection agency to the school personnel reporting the suspected case, and is supporting legislation to mandate this.

Several states without a board policy indicated that the board supported the state's reporting statute and did not feel that an additional policy was necessary. In other states, the board indicated that child abuse and neglect was the responsibility of the state welfare department; thus, the board of education did not need to adopt a policy.

B. State Departments of Education

The state department of education in each of the 50 states and the District of Columbia was included in the 1975 and 1978 survey. There has been an increase, within the last two years, in the number of state departments of education that have a policy, procedure or regulation regarding the abuse and/or neglect of children. Many of the procedures developed were a result of recently revised and expanded state statutes on reporting child abuse and neglect. Table 8 indicates the

number and percent of state departments that have a policy in 1978 compared to 1975.

In addition to the 21 state departments that reported having a policy in 1978, five states noted that policies were presently being developed for adoption in 1978. In many of the states that reported no state department policy on child abuse, the state department indicated that the state statute was sufficient and that a state department policy would interfere with local autonomy.

The number of state departments with an adopted policy on how teachers or administrators report suspected cases of child abuse and neglect also increased from 1975, as indicated in Table 9.

There has also been an increase in the number of state departments that have sponsored training programs on child abuse for school personnel. Of the 31 states that reported sponsoring such programs, 29 reported that the training was optional rather than required and 21 indicated that the training was specific to child abuse and neglect rather than part of a general orientation. Persons receiving training included teachers, administrators, school nurses, pupil personnel and the general public. One state department (Wisconsin) reported that it had developed training materials for school personnel.

Twenty-two states reported having sponsored or cosponsored

Table 8
State Departments of Education Having a Policy Relating to Child Abuse and Neglect

Year	Number	Percent
1975	8	16
1978	21	42

Table 9
State Departments of Education Having a Reporting Policy

Year	Number	Percent
1975	8	16
1978	11	22

Table 10
State Departments of Education That Have Sponsored Training Programs

Year	Number	Percent
1975	15	30
1978	31	62

Table 11
State Departments of Education That Have Sponsored Awareness Campaigns

Year	Number	Percent
1975	12	24
1978	22	44

public or professional awareness campaigns about child abuse and neglect in 1978. This, again, is an increase from the number reported in 1975.

Public and professional awareness campaigns have included cosponsoring statewide conferences on child abuse and neglect with the state department of welfare; developing pamphlets and other materials on child abuse for distribution to school personnel and the public; including articles on child abuse and neglect in the state department's newsletter to school personnel; cosponsoring television and radio campaign on child abuse with the departments of health and welfare; sponsoring workshops for school personnel on child abuse; serving on child abuse advisory committees established by the department of social services; and including child abuse in the family life curriculum for adolescent parents.

Seven state departments reported having conducted special studies on child abuse and neglect in 1975, and four more indicated such activity in 1978. Topics studied included identification and reporting of child abuse and neglect and the readjustment of abused and neglected children.

State departments reporting the provision of services to children who have been identified as abused and/or neglected dropped from 13 in 1975 to 6 in 1978. The decrease is probably due to the majority of services being provided to children at the local level rather than at the state level. Services provided included referral, counseling, identification and psychological testing.

Only one state department in 1975, and again in 1978, reported having a requirement that students receive instruction about child abuse and neglect. Several of the state departments indicated that child abuse and neglect was discussed in family living and home economics courses, but that it was not a required unit of study.

The majority of the state departments (35) indicated that they had encountered problems in dealing with suspected cases of child abuse and neglect. Most of the problems encountered centered on lack of knowledge of the characteristics of these children by school personnel (19 states); limited community resources (22); reluctance of school personnel to become involved (23); and no feedback from the child protection agency to the school personnel reporting the suspected case (22). Other problems encountered were

lack of cooperation from community resources after referral; lack of information on the reporting procedure; and lack of knowledge of the responsibilities of, and immunities provided for, the person submitting a report of suspected child abuse. (See Types of Problems Encountered, page 6).

In summary, there has been increased activity in state departments of education within the last two years in developing policies procedures and regulations, training programs for school personnel and public and professional awareness campaigns on child abuse and neglect. The decrease in the number of special studies conducted can be attributed to the cutbacks in state monies allocated for such purposes. The decrease in the number of services provided is a result of referral and counseling services being provided by local education agencies and follow-up and protective services provided by state and local departments of welfare rather than state departments of education.

C. School Districts and Private Schools

In 1975 and 1978 a sample population of 150 persons representing the following education systems were contacted: 1) The largest school district in each state, based on enrollment size of 25,000 full-time enrolled (FTE) students; 2) A small school district in each state, based on enrollment at the 33rd percentile level; 3) The largest private school in each state, based on enrollment.

An assessment of the current nature and extent of education's involvement in child abuse programs was made. The survey included questions on current policies, training programs, activities and problems. Each of these groups are discussed separately in this section.

Largest School Districts

Forty large school districts reported that they had adopted a policy, procedure or regulation regarding child abuse and neglect. As indicated in Table 12, this is an increase of 80 percent over the number of districts that had a policy in 1975.

Table 12
Large School Districts Having a Policy Relating to Child Abuse and Neglect

Year	Number	Percent
1975	22	44
1978	40	80

The number of districts that have a policy, procedure or regulation

on how teachers or administrators report suspected cases of child abuse and neglect also increased greatly since 1975.

There has also been an increase in the number of large school districts providing training programs for school personnel. Of the 36 districts that reported conducting such programs, 23 reported that the training was optional rather than required and 21 reported that the training was specific to child abuse and neglect rather than part of a general orientation. Six districts indicated that training was only provided as needed. Persons receiving training included teachers, administrators, nurses, pupil personnel and the public.

The number of public or professional awareness campaigns on child abuse and neglect sponsored by the large districts has also increased. Many of the districts reported that these campaigns had been cosponsored with the junior leagues in the community.

In 1975, 6 districts reported having conducted special studies or projects on child abuse and neglect; in 1978, 11 additional large districts reported such studies.

Table 13
Large School Districts Having a Reporting Policy

Year	Number	Percent
1975	22	44
1978	46	92

Table 14
Large School Districts That Have Sponsored Training Programs

Year	Number	Percent
1975	30	60
1978	36	72

Table 15
Large School Districts That Have Sponsored Awareness Campaigns

Year	Number	Percent
1975	18	36
1978	29	58

Table 16
Large School Districts That Have Conducted Special Studies on Child Abuse and Neglect

Year	Number	Percent
1975	6	12
1978	11	22

The number of districts that reported providing services for children identified as abused or neglected increased from 42 in 1975 to 48 in 1978. The types of services provided include referral and counseling.

Although there were 41 districts in 1975 reporting they had encountered problems or difficulties in dealing with suspect-

ed cases of child abuse and neglect, there were only 31 districts in 1978 reporting such. This represents a decrease of 24 percent from 1975. Problems encountered were lack of knowledge of the characteristics of these children by school personnel (16 districts); limited community resources (18); lack of cooperation from community resources after referral (17); and reluctance of school personnel to become involved (14). (See Types of Problems Encountered, page 6.)

There was an increase during the last two years in the number of large school districts requiring instruction about child abuse and neglect, as indicated in Table 17. Many of the districts indicated that child abuse and neglect was discussed in family living and home economics courses, but that it was not required instruction.

Table 17
Large School Districts Requiring Course Instruction About Child Abuse and Neglect

Year	Number	Percent
1975	6	12
1978	10	20

In addition to the topics discussed above, there were two additional questions asked during the 1978 survey. In response to the question of whether there was anyone in the school district represented on a child abuse and neglect protection team, 26 districts indicated that there was.

There was also an assessment of the number of reported child abuse cases in the district. Thirty-one districts indicated that the number of reported cases was rising, 1 that the number was falling, 10 that the number was staying about the same, and 8 districts did not know.

In summary, there was a reported increase since 1975 in the number of large school districts having adopted policies, conducted training programs, sponsored awareness campaigns, conducted special studies, provided services and required instruction relating to child abuse and neglect. The only decrease reported was the number of problems encountered in dealing with suspected cases of child abuse and neglect. This perhaps is a result of the increased awareness of school personnel and other professionals regarding the identification of abused and neglected children, the increased knowledge of reporting requirements and the increase in the services available for these children.

Small School Districts

As with the largest school districts surveyed, the small school districts reported an increase in activity and programs related to child abuse and neglect. In 1975 there were 14 districts that had adopted a policy, procedure or regulation relating to child abuse, whereas in 1978 there were more than twice that number (32).

Table 18
Small School Districts Having a Policy Relating to Child Abuse and Neglect

Year	Number	Percent
1975	14	28
1978	32	64

The number of districts with a policy, procedure or regulation on how teachers or administrators report suspected cases of child abuse and neglect increased from 14 in 1975 to 30 in 1978.

Table 19
Small School Districts Having a Reporting Policy

Year	Number	Percent
1975	14	28
1978	30	60

Training programs sponsored by these districts have also increased within the last two years. Unlike the largest school districts, however, there were more (17) districts with required training programs rather than optional. These programs were specific to child abuse in 13 of the districts and part of the general orientation in the remaining 8 districts. Since most of the small school districts did not have nurses or ancillary personnel, the training programs were generally for administrators and teachers.

Table 20
Small School Districts That Have Sponsored Training Programs

Year	Number	Percent
1975	8	16
1978	21	42

Although there was only one district that had sponsored any type of public or professional awareness campaign in 1975, 9 districts sponsored such a campaign in 1978. These campaigns

Table 21
Small School Districts That Have Sponsored Awareness Campaigns

Year	Number	Percent
1975	1	2
1978	9	18

included radio spots, developing pamphlets distributed to the community and sponsoring workshops that were open to both teachers and parents. Some of the districts reported that they had cosponsored programs on child abuse and neglect with the local PTA.

In 1975 there were no school districts that had conducted special studies or projects on child abuse and neglect. In 1978, however, two districts had done so. Each of these districts reported conducting an informal study on the identification and reporting of child abuse and neglect.

There was a slight increase in the number of districts providing services for children identified as abused or neglected. These services included referral, counseling and testing.

Table 22
Small School Districts Providing Services for Abused Children

Year	Number	Percent
1975	36	72
1978	38	76

The number of districts encountering problems or difficulties in dealing with suspected cases of child abuse and neglect decreased from 26 in 1975 to 10 in 1978. The types of problems encountered were reluctance of school personnel to become involved and lack of cooperation from community resources after referral. (See Types of Problems Encountered, page 6).

Although there are very few districts requiring course instruction relating to child abuse and neglect, there was a small increase within the last two years.

Table 23
Small School Districts Requiring Course Instruction About Child Abuse and Neglect

Year	Number	Percent
1975	7	14
1978	9	18

There were two additional questions included in the 1978 survey. Five districts indicated that they were represented on a child abuse and neglect protection team. There was also an assessment of the number of reported cases of child abuse and neglect in the district. Eight reported a rise in the number of reported cases, 1 said that the number was falling and 32 said the number was constant. Four districts reported they had no cases of child abuse and 5 districts did

not know whether the incidence was rising, falling or constant.

In summary there are more small school districts with policies, training programs, awareness campaigns, special studies, services and course requirements related to child abuse and neglect than two years ago. The number of districts reporting problems encountered in dealing with suspected child abuse and neglect cases decreased within the last two years.

Private Schools

There are very few private schools in the survey sample that have adopted a policy, procedure or regulation regarding the abuse and neglect of children. There was a small increase, however, within the last two years.

Table 24
Private Schools
Having a Policy Regarding
Child Abuse and Neglect

Year	Number	Percent
1975	5	10
1978	8	16

The number of schools with a policy, procedure or regulation on how teachers or administrators report suspected cases of child abuse and neglect has also increased slightly within the last two years.

Table 25
Private Schools
Having a Reporting Policy

Year	Number	Percent
1975	5	10
1978	7	14

Training programs sponsored by the private schools have increased. In 1978 there were twice as many schools with training programs as there were in 1975. The programs are optional in six schools rather than required and are part of the general orientation in six schools rather than specific to child abuse and neglect. Training is offered to teachers, administrators, nurses and ancillary personnel.

Table 26
Private Schools
That Have Sponsored
Training Programs

Year	Number	Percent
1975	5	10
1978	10	20

There has also been a small increase in the number of schools sponsoring public or professional

awareness campaigns. These campaigns have been conducted in cooperation with the sponsoring church or religious organization.

The private schools sampled have not been involved in conducting any special studies or projects on child abuse and neglect in both 1975 and 1978.

Table 27
Private Schools That Have Sponsored Awareness Campaigns

Year	Number	Percent
1975	2	4
1978	4	8

The number of private schools providing services for children identified as abused or neglected has increased from 33 to 42. Services provided include referrals and counseling.

As with the large school districts and the small school districts, there was a decrease in the number of schools encountering problems or difficulties in dealing with suspected cases of child abuse and neglect. In 1975, 16 private schools were encountering problems, whereas in 1978 there were 11. These problems included lack of knowledge of the characteristics of these children by school personnel, limited community resources and lack of cooperation from community resources after referral.

The number of private schools requiring course instruction about child abuse and neglect doubled since 1975.

Many of the schools indicated that child abuse and neglect was discussed, however, in religion, psychology, health and family living courses.

Table 28
Private Schools Requiring Course Instruction About Child Abuse and Neglect

Year	Number	Percent
1975	9	18
1978	17	34

There were no private schools that reported being represented on a child abuse and neglect protection team. The number of reported cases of child abuse and neglect was rising in 6 schools and constant in 34. There were 7 schools that had no cases of child abuse and neglect and 4 schools that did not know if the number was rising, falling or constant.

In summary, although very few private schools are involved

in activities and programs related to child abuse and neglect, the number that have adopted policies, sponsored training programs and awareness campaigns has increased since 1975.

D. State Affiliated Education Associations

As part of a broader assessment of American education's continuing involvement in child abuse and neglect, a mail survey was developed to determine the role of the following major professional associations in policy development, training programs and awareness campaigns:

- State affiliates of the American Federation of Teachers (AFT).
- State affiliates of the National Education Association (NEA).
- State affiliates of the National Congress of Parents and Teachers Association.
- State school board associations.
- State school administrator associations.

The return from this survey was small in comparison to the return in 1975. Because of the small return, a telephone survey was used to contact those organizations that did not respond. Several trends were noticeable in analyzing and comparing the 1975 and 1978 responses. There has been a dramatic increase in the development of policy, training programs and professional awareness campaigns related to child abuse and neglect since 1975 by both the state PTA affiliates and the state NEA affiliates. There has been a minimal increase in the development of policy, training programs and awareness campaigns since 1975 by the state AFT affiliates, state school board associations and state school administrator associations.

National organizations that were active in child abuse and neglect activities in 1975 and since have increased their involvement in policy development, training programs and public and professional awareness campaigns, are the Council for Exceptional Children, the National Education Association and the National Congress of Parents and Teachers Association. (See Appendix B.)

In addition, other national associations have examined the issue of child abuse and neglect within the past two years and have adopted a policy position or resolution identifying child abuse and neglect as one of their major concerns and priorities. These national organizations include:

- American Association of School Administrators
- American Personnel and Guidance Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of State Boards of Education
- National Governor's Conference
- National School Board Association (Big Cities Council)

The ECS National Advisory Committee on Child Abuse and Neglect has examined the issues of child abuse and neglect in conjunction with many of the associations mentioned above. In addition, the committee has prepared a report that includes policy recommendations and alternatives for federal, state and local decision makers regarding their role and future directions and actions that can be taken in the identification, treatment and prevention of child abuse and neglect. For further information, see *Report and Recommendations of the National Advisory Committee on Child Abuse and Neglect*, ECS Report No. 108.

Appendix A
Frequency Distribution of Telephone Interview Responses

Item	State Boards of Education (35)	State Departments of Education (51)	Large School District (50)	Small School District (50)	Private School (51)	Total (236)
Have adopted policy regarding child abuse and neglect	9	21	40	32	8	107
Have adopted reporting policy, procedure or regulation relating to child abuse and neglect	NA	11	46	30	7	94
Have sponsored training on child abuse and neglect for school personnel	NA	31	36	21	10	98
Have sponsored public or professional awareness campaign about child abuse and neglect	NA	22	29	9	4	64
Have conducted special studies or projects on child abuse and neglect	NA	4	11	2	0	17
Provide services for children identified as abused and/or neglected	NA	6	48	38	42	134
Have encountered problems in dealing with suspected cases of child abuse and neglect	NA	35	31	10	11	87
Have course requirements that provide instruction about child abuse and neglect	NA	0	10	9	17	32
Are represented on child abuse and neglect protection team	NA	NA	26	5	0	31
Reported incidence of cases of child abuse and neglect:						
Rising	NA	NA	31	8	6	45
Falling	NA	NA	1	1	0	2
Constant	NA	NA	10	32	34	76
Did not know	NA	NA	8	5	4	17
No cases	NA	NA	0	4	7	11

Appendix B
Frequency Distribution of Mail and Phone Survey Responses

Item		State AFT Affiliates (139)	State NEA Affiliates (141)	State PTA Affiliates (128)	State School Boards Association (136)	State School Administrators Association (133)	Total (157)
Have policy regarding child abuse and neglect	1976	1	9	12	2	4	28
	1978	3	16	23	5	2	49
Have sponsored or cosponsored training on child abuse and neglect	1976	1	3	4	0	0	8
	1978	1	14	16	2	2	35
Have sponsored or cosponsored public or professional awareness campaign about child abuse and neglect	1976	1	3	5	0	0	9
	1978	3	15	23	3	3	47

Appendix C
Considerations for Policy Development

A policy regarding child abuse and neglect is a commitment by the school (or other education group or institution) to cooperate with other agencies and professions in identification, treatment and prevention programs. The ultimate purpose of a child abuse and neglect policy is to protect children whose health or welfare is threatened through nonaccidental injury or neglect by parents, guardians or caretakers.

The guidelines that follow are practical suggestions to help education policy makers develop and implement effective child abuse and neglect policies. These are not intended to be cookbook instructions that spell out what to do and how to do it. Rather, the guidelines are offered as points to consider when developing policy. They are designed to assist in the development of policies suitable to the needs of institutions and groups. Because of variations among state laws and among school district policies and regulations, it is impossible to develop uniform "model" policies and procedures applicable to all the American school systems.

The first and strongest suggestion is that every school system adopt and issue a child abuse and neglect policy, particularly a policy on reporting. Almost every state reporting requires or encourages school personnel to report suspected child abuse and neglect. An effective child abuse policy should inform school personnel of their legal obligations and immunities in regard to reporting, as well as inform the local community that school personnel are legally obligated or encouraged to report suspected child abuse and neglect.

Any policy regarding child abuse and neglect must be in compliance with state law. To ensure that a proposed policy complies with current statutes, consult an attorney or the state's attorney general. At a minimum, a reporting policy should cite the elements listed below. Sample wording for such citations is listed to the right.

Elements to be Cited	*Sample Wording*
1. *A brief rationale for involving school personnel in reporting.*	Because of their sustained contact with school-age children, school employees are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.
2. *The name and appropriate section numbers of the state reporting statute.*	To comply with the Mandatory Reporting of Child Abuse Act (Section 350-1 through 350-6), Hawaii Revised Statutes (1968), as amended (Supp. 1975), . . .
3. *Who specifically is mandated to report and (if applicable) who may report.*	. . . it is the policy of the _____ School District that any teacher or other school employee . . .
4. *Reportable conditions as defined by state law.*	. . . who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect . . .
5. *The person or agency to receive reports.*	. . . shall report to the department of social services . . . *or* . . . shall report to the principal, who shall then call the department of social services . . .
6. *The information required of the reporter.*	. . . and give the following information: name, address and age of student; name and address of parent or caretaker; nature and extent of injuries or description of neglect; any other information that might help establish the cause of the injuries or condition. *School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.* *It is not the responsibility of the school employee to prove that the child has been abused or neglected, or to determine whether the child is in need of protection.*

7. *Expected professional conduct by school employees.*	Any personal interview or physical inspection of the child should be conducted in a professional manner . . .
8. *The exact language of the law to define "abuse" and "neglect"; if necessary, explain, clarify or expand.*	" 'Abuse' means the infliction, by other than accidental means, of physical harm upon the body of a child." " 'Neglect' means the failure to provide necessary food, care, clothing, shelter or medical attention for a child."
9. *The method by which school personnel are to report (if appropriate, list telephone number for reporting) and the time in which to report.*	An oral report must be made as soon as possible by telephone or otherwise and may be followed by a written report.
10. *Whether or not there is immunity from civil liability and criminal penalty for those who report or participate in an investigation or judicial proceeding; and whether immunity is for "good faith" reporting.* *	In Illinois, anyone making a report in accordance with state law or participating in a resulting judicial proceeding is presumed to be acting in good faith and, in doing so, is immune from any civil or criminal liability that might otherwise be imposed. *or* In Maryland, there is no immunity from civil suits for untrue statements made by one citizen against another.
11. *Penalty for failure to report, if established by state law.*	Failure to report may result in a misdemeanor charge: punishment by a fine of up to $500, imprisonment up to one year or both.
12. *Action taken by school board for failure to report.*	Failure to report may result in disciplinary action against the employee.

*While every state provides immunity for those reporting child abuse, many do not provide immunity for reporters of child neglect. School systems in these states may be able to extend immunity to school personnel via the state public school laws. Many of these laws grant immunity to educators who act under a requirement of school law, rule or regulation. By enacting a regulation requiring school personnel to report suspected abuse *and* neglect, school systems can ensure full immunity to their employees who report.

13. *Any provisions of the law regarding the confidentiality of records pertaining to reports of suspected abuse or neglect.*	All records concerning reports of suspected abuse or neglect are confidential. Anyone who permits, assists or encourages the release of information from records to a person or agency not legally permitted to have access may be guilty of a misdemeanor.

In its child abuse and neglect policy, a school system can specify its role in multidisciplinary cooperation, professional training, public awareness and programs of primary prevention. Although such statements are not necessary, they can help clarify previously ambiguous or ill-conceived positions. The simple process of articulating a clear position can help refocus current programs and even allow new program development.

Policy makers may also find it helpful to articulate a clear policy on evaluation of the school system's child abuse and neglect programs. What are the school system's goals regarding its child abuse and neglect programs? What are the expectations? Are they realistic, measurable? By spelling out realistic expectations and some means to evaluate goals regularly, policy makers can help ensure more effective programs.

A final suggestion: to be useful, the adopted policy must be widely disseminated. Distribute copies to all school employees and parents and throughout the community every year. Well-conceived, clearly written and fully circulated policy is an essential first step toward meeting education's potential role in child abuse and neglect programs.